



Academy
Oldbury

Special Educational Needs: **Teacher Handbook**

Information

&

Support Strategies



Glossary of Acronyms

ADHD & ADD	Attention Deficit Hyperactivity Disorder	Page 20
AEN	Additional Educational Needs	SEN, EAL, G&T
AR	Annual Review	The meeting that happens for all students with an EHCP or Statement
ASD	Autistic Spectrum Disorder	Page 16
BST	Behaviour Support Team	Part of the Local Authority's Inclusion Support Team
CAMHS	Child and Adolescent Mental Health Service	CAMHS is the NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties. CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few. There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.
CCAT	Complex Communication & Autism Team	Part of the Local Authority's Inclusion Support Team
COP	Code of Practice	Guidance and legalities on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.
EHCP	Education, Health and Care Plan	The plan coordinates your child's educational, health and social needs and sets out any additional support they may need. They are for children requiring the most specialised additional or different support.
HI	Hearing Impairment	Page 33
IS	Inclusion Support	Sandwell Local Authority's team of specialist teachers, and educational professionals who work with schools, children and their families.
LSA	Learning Support Assistant	In-school Professionals who support teachers in-class to better meet the needs of SEN students.
LSC	Learning Support Centre	In-school provision hub that provides students with SEMH support.
LAC	Looked After Child	Children living in care
LSP	Learning Support Practitioner	In-school Professionals who support teachers, sometimes in-class but more often away from mainstream lessons. They organise and run interventions on specific needs and areas our SEN students need additional support in. These sessions could be anything from literacy focused to work on friendships.
MLD	Moderate Learning Difficulty	Pupils with Moderate Learning Difficulties (MLD) will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Page 21

OCD	Obsessive Compulsive Disorder	Page 28
PASS	Pupil Attitude to Self & School	Student completed- used to inform the work of the Behaviour Support Team, LSC and SEN departments
PBAS	Pupil Behaviour & Attitude Survey	Teacher completed- used to inform the work of the Behaviour Support Teacher
PD	Physical Difficulty	Page 34
SEMH	Social, Emotional and Mental Health	The revised Behaviour, social, emotional (BSEN) Page 26
SENATL	Special Educational Needs Advisory Teacher for Learning	Part of the Local Authority's Inclusion Support Team
SENCo	Special Educational Needs Coordinator	The professional who has responsibility for the day to day management of special educational needs in a school.
SEN/ SEND	Special Educational Needs (& Disabilities)	Legal definition; referring to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.
SLCN	Speech, Language and Communication Needs	Page 17
SpLD	Specific Learning Difficulties (Dyslexia, dyspraxia, Dyscalculia, ADHD, ADD)	Specific Learning Difficulties (or SpLDs), affect the way information is learned and processed. They are neurological (rather than psychological), usually run in families and occur independently of intelligence. SpLDs can also co-occur with difficulties on the autistic spectrum such as Asperger Syndrome. Page 22
VI	Visual Impairment	Page 31

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Oldbury Academy: Our Commitment to SEN

Oldbury Academy aims to ensure that:

- SEND students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential and our school will endeavour to support parents /carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education.
- SEND students have full access to all school activities.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- For any child with an EHC plan or Statement, our school will work with parents / carers and the child to help them fully understand the EHCP/Statement and draw up a profile that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

Oldbury Academy will:

- Ensure that the necessary provision for any student who has SEND is delivered.
- Ensure that parents /carers have good understanding of SEND changes that took place from September 2014 and also knowledge about the SEND provision that the school makes
- Ensure that teachers and LSAs in the school are aware of the importance of identifying and providing for those students who have SEND.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, if he/she wishes to.
- Ensure that all staff are aware of the students' needs and know how to best support them.
- Ensure that that no child will lose their statement and not have it replaced with an EHC plan simply because the system is changing.

Definition of SEND*

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(*Special educational needs and disability code of practice: 0 to 25 years. January 2015;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SENDD_Code_of_Practice_January_2015.pdf; Reference DFE-00205-2013)

Before starting at Oldbury



As soon as we know that students with SEND will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

Oldbury Academy works closely with previous schools or educational settings and our SENCo attends year 6 Annual Review meetings when possible. We are also running an Extended Transition programme and often offer places at our year 6 into 7 Summer school. These programmes allow the school to get to know the students and help the individual students make a positive transition from primary school.

Oldbury Academy strongly encourages students with an EHCP/Statement, parent/carers and primary SENCo/Key Workers to visit the school and secondary SENCo prior to

naming the school. Oldbury Academy also strongly encourages primary SENCos to invite the secondary SENCo to any year 6 review or transfer meetings.

Oldbury Academy's Staff to contact:

- Year 6/7 Transition Coordinator (Pastoral Coordinator)
- Non-Teaching and Teaching Year Leaders for Year 7
- SENCo
- Learning Support Manager
- School Welfare Officer
- Deputy Head Teacher; Pastoral

Whilst at our school

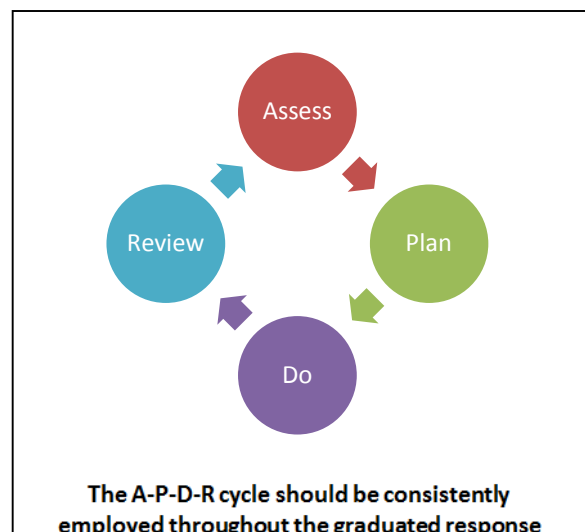
SEND students may be identified through standardised assessments (i.e. year 6 SATs and Hodder Reading Age Tests), teachers' observations, assessments, target setting, parental / carers' concerns, external agency concerns, or from the students' own observations. All areas of concern are brought up at the school Student Support Meeting, which is attended by various pastoral leaders as well as the SENCo, Pastoral Coordinator and Deputy Head Teacher responsible for Pastoral care.

All students' progress and achievement is assessed by teachers in every class. Academic achievement and progress information is collected for each student termly, in order to ensure that all students are making good progress towards their targets.

SEND, Literacy & Numeracy practitioners may do additional assessments with students to help guide and support provision or interventions. Students and parents/carers will be notified and informed of any assessments that are taking place.

Graduated response

Oldbury Academy will adopt a graduated response to meeting special educational needs. The Student Support Meeting is the formal start of any monitoring or provision. When a student is identified as having special educational needs, the school will intervene as described below through a new system called [SEND support](#), which has replaced School/Early Years Action and School/Early Years Action Plus. At Oldbury Academy, we have broken this category into two clear areas: one for students who receive support from employees of the school only and one for those students who receive additional support from external agencies.



When Oldbury Academy feels that extended provision is needed then we would advise parents/carers to ask for an Education, Health and Care (EHC) needs assessment which has replaced statutory assessment. Oldbury Academy will follow the latest Code of Practice published by the government.

SEND Support

When students are identified as needing provision that is additional to or different from that provided as part of normal class activities they will be supported through SEND support. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities and Quality First Teaching makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases the decision may be taken by the SENCo in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on the use of new or specialist strategies/materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities. In some cases, the LA or outside agency may be engaged to undertake specific work with a young person as their particular needs cannot be met solely by the school.

EHC Plan/Statement Support

If students have either a Statement of Special Educational Needs or, under the new legislation, an Educational, Health and Care Plan (EHC Plan), we as a school will ensure that we meet the needs and provision as outlined in the paperwork. Parents/carers are kept informed as to the provision provided by the SEND department and staff are always notified of needs and strategies to use with the student.

In-school provision

Oldbury Academy offers a range of in-school provision to address the needs of individual students. Such provision can include academic, social, emotional and even behavioural support. The type, level and amount of provision is discussed at the Student Support meetings and is monitored by either the Pastoral, SEN or Learning Support team. Students, parents/carers and all professionals involved with the student are informed of any provisions that are thought to be appropriate.

Some of the in-school provision that we provide include:

- Specialist Options and small group classes
- In-class LSA support
- Learning Mentor support
- Speech and Language- Friendship and Social Skills development (small groups)
- Literacy Interventions (Fresh Start and Lexia)
- Handwriting Development Intervention
- Touch-typing classes
- Numeracy Interventions



Liaison and Involvement with Outside Agencies

The SEND Department supports a multi-disciplinary approach to maximise the educational provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named school nurse, a careers advisor and six dedicated Education Welfare Officers. In addition, the Learning Support Centre provides a wide variety of care for students who struggle to manage their own behaviour in addition to SEN students with social, emotional and mental health difficulties. The SEN Department liaises with each of these other pastoral groups.

The school works with the following services:

- Child and Adolescent Mental and Health Services (CAMHS)
- Speech/Occupational/Physiotherapists Therapists- medical paediatricians
- Social Services; Child Protection Plan, Child In Need
- Family Support Team (FST)
- Inclusion Support Specialist Teachers (Autism and Specific Learning Difficulties)
- Educational Psychologist Service (EP)
- Prince's Trust- learning programmes for students who will not gain the expected GCSEs
- Speech and Language Therapy Services
- Special Educational Needs Advisory Teacher for Learning (SENATL)
- Behaviour Support Teacher/ Team
- Sensory Advice Team- Teacher of the Blind & Visually Impaired, Teacher of the Deaf & Hearing Impaired
- Alternative Provision (e.g. Whiteheath Medical School, Impact Independent School)
- Paediatrics and specialist units
- Youth Offending Team (YOT)
- Breaking Silence - self harm, self esteem
- Black Country Women's Aid - risk of CSE, controlling relationships, domestic abuse
- School Health Nurse - drop in clinic in school and referrals
- KRUNCH - support and guidance, emotional well being
- Young Carers - support for children who are young carers
- Brook Advisory - sexual health and counselling support
- DECCA - support with alcohol and substance abuse
- PREVENT - support for young people at risk of terrorism and exploitation
- KOOTH - online support for emotional well being
- MST - Multi Systemic Therapy, keeping children safe and at home and out of trouble
- Kaleidoscope - emotional health and wellbeing support
- Edmond Hall Outdoor Education Centre
- LACE- Virtual school
- Action for Children – drop in service/counselling
- Family Solutions Team – working with families on the edge of care

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on identification, assessment and effective provision of resources.

Co-operation between the School, LA, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND.

Working with Support Staff

The Code of Practice makes it clear that provision for pupils with SEND is ‘underpinned by high quality teaching and is compromised by anything less’. On the basis of the best available evidence, the advice to schools is use LSAs to supplement high quality teaching, not replace teachers. Yet researchers from the UCL Institute of Education argue students with special needs are not getting enough interaction with teachers and their peers,.

UCL Institute of Education Research Findings

Despite generally being taught in smaller classes, the research found that pupils with education, health and care plans (EHCPs) did not get more time with teachers overall compared to other pupils:

	Lesson time interacting with LSAs	Lesson time interacting with classmates	Lesson time interaction with teachers
EHCP/ Statemented students	15 %	16 %	34 %
Non EHCP/ Statemented students	1 %	27 %	43 %

[In an exclusive feature on the “inclusion illusion” in Tes magazine](#), Rob Webster, who co-authored the study with Professor Peter Blatchford, argues that “the journey of many SEND pupils through mainstream education is pockmarked with separation, segregation and unintentional outcomes”.

He says overreliance on LSAs “fosters dependency and learned helplessness” and “the more LSA support pupils with SEND receive, the less well they perform academically”.

Depending on the needs of the student, support is targeted into whole classes, small group teaching or on a one-to-one basis. Within a whole class setting, an LSA works alongside the teacher. The LSA is there, provide a substitute for the teacher’s attention, but to enable the teacher to provide more focused support for those students with SEN. Because of this, the LSA and teacher should have planned together so that their shared classroom practice is complementary and the roles they each fulfil are clear. This year, the LSA timetable is designed so that LSAs can work in specific faculties, thus ensuring enhanced subject knowledge and improved curriculum delivery. In addition, by having fewer teachers to work with, the professional relationships between LSAs and teachers is given the best chance to strengthen and develop.

Teacher / LSA Half-Termly Support Plan

The LSA can perform a range of roles, enabling the teacher to work more effectively with the whole class, groups and individuals including students with SEN. As well as this sheet, you should agree upon what happens when an LSA sees something that deserves a sanction/ reward.

Half term- _____ Class- _____ Teacher- _____ LSA- _____

Topic/Area of Curriculum to be covered this half term: _____ Assessment/ test and student skills focused upon: _____

Classroom management: ☐ seating plan shared

LSA support role		Notes & expected outcomes
Whole Class	<input type="checkbox"/> Meet and greet students at the door <input type="checkbox"/> Registration <input type="checkbox"/> PowerPoint <input type="checkbox"/> Shared behaviour/ classroom management <input type="checkbox"/> Presenting/ demonstrating/ instructing as planned with the teacher	
Group Work	<input type="checkbox"/> Advice and support for group tasks (discussion, role play, ranking etc) <input type="checkbox"/> Instruction for group tasks (sports, literacy starters etc)	
Individual Students	<input type="checkbox"/> Scribe <input type="checkbox"/> Reading support <input type="checkbox"/> Supervise timeout periods <input type="checkbox"/> Support the use of specialist equipment (Technology/ maths/ PE) <input type="checkbox"/> Organisation support (writing hw in student planner/ sticking in worksheets...) <input type="checkbox"/> Questioning and task clarification <input type="checkbox"/> Differentiated worksheets/ tasks created from work provided by teacher <input type="checkbox"/> Support changing in SEN and escorting to class (PE, Dance)	

Key students to be worked with: (their needs, the support given and expected outcomes)

Teacher / LSA Half-Termly Support Plan

The LSA can perform a range of roles, enabling the teacher to work more effectively with the whole class, groups and individuals including students with SEN. As well as this sheet, you should agree upon what happens when an LSA sees something that deserves a sanction/ reward.

Half term- Autumn 1 Class- 7C4 English Teacher- C. Randal LSA- A. Person

Topic/Area of Curriculum to be covered this half term: Poetry Assessment/ test and student skills focused upon: PEE Reading - W. Owen's 'Dulce...'

Classroom management: ☒ seating plan shared (group taught in 3218 & 219)

LSA support role		Notes & expected outcomes
Whole Class	<input checked="" type="checkbox"/> Meet and greet students at the door <input checked="" type="checkbox"/> Registration <input checked="" type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Shared behaviour/ classroom management <input checked="" type="checkbox"/> Presenting/ demonstrating/ instructing as planned with the teacher	<p>- LSA will greet at door while teacher sets up computer. Once PPT slide is showing, class is seated with books teacher/LSA will take reg. while other adult paces room, settling students.</p> <p>- Group tasks - questions will be given to LSA for use in group work. Groups will be chosen before the lesson.</p> <p>- LSA & teacher will work across the classroom to help when & where needed. Both will star/highlight questions to be answered if a student is an unexpectedly slow & struggling.</p> <p>* Lesson outline & tasks & times will be discussed during starter task.</p>
Group Work	<input checked="" type="checkbox"/> Advice and support for group tasks (discussion, role play, ranking etc) <input type="checkbox"/> Instruction for group tasks (sports, literacy starters etc)	
Individual Students	<input type="checkbox"/> Scribe <input checked="" type="checkbox"/> Reading support <input type="checkbox"/> Supervise timeout periods <input type="checkbox"/> Support the use of specialist equipment (Technology/ maths/ PE) <input type="checkbox"/> Organisation support (writing hw in student planner/ sticking in worksheets...) <input checked="" type="checkbox"/> Questioning and task clarification <u>All students</u> <input checked="" type="checkbox"/> Differentiated worksheets/ tasks created from work provided by teacher <input type="checkbox"/> Support changing in SEN and escorting to class (PE, Dance)	

Key students to be worked with: (their needs, the support given and expected outcomes)

Ahmed- EHCP (SEMH) - both adults to work with - see IPP for student-specific advice
Katie, Ali, Sean, Paul & Sally - (MLD) K. Seated next to capable peers & supported by both adults as needed.

Jason, Neil, D'Shaun, Barry, Ismael - Disruptive students - keep apart - ~~see additional~~ sat by native peers, praised & reminded about positive behavior.
See detention work for specifics (student/teacher agreement)

Information Available on SIMS

1 Register / SEN: Ms. C. Rashid 17/07/2017

2 SEN

3 Basic SEN Details

4 Edit Note/Document: UPDATED IPP - Mar 17

5 Individual Pupil Profile

Name: [Redacted] Tutor Group: 7E key worker: [Redacted]

Need	Level of Support	Interventions
1) Moderate Learning Difficulty	SEN Outside Agencies	• Referred to Inclusion Support (BST)
2) Social, Emotional and Mental Health (SEMH)		• Individual Pupil Profile
Out of school I enjoy:	The lessons I enjoy:	The lessons I dislike:
• Boxing	• PE	• Science
• Going out with my friends		• German

The things that I find difficult are:

- Managing my own behaviour
- Remaining focused in lessons
- Wanting to go to every lesson

My targets are:

- To make positive decisions to manage my behaviour.
- To make positive decisions to manage my behaviour (talking, throwing things across the classroom, walking out when the teacher tries to talk to me)
- I will try not to laugh as I will try to take lessons seriously

Strategies I will use:

- I will try to not get involved in silly behaviour
- Be calm with me, if you raise your voice my I will start laughing
- I will try not to laugh as I will try to take lessons seriously

What you can do to help:

- Praise me when I get my behaviour right to reinforce what you want
- Be calm with me, if you raise your voice my I will start laughing
- Repeat me next to you (the teacher), and not facing the rest of my friends to help me refocus.
- Give me positive points on SEMS/ positive call home
- Tell Me Things how great I am!

Success Criteria:

- Reduction in negative behaviour points on SEMS
- Positive feedback from teachers & mentors
- Remain off school report

- On your register, right click on the 'name' tab to bring up the list of additional information. Select SEN to view the code and level of support each student receives.
- Select a student (highlight in orange) and click on 'SEN' in the menu on the the right-hand side of the screen
- You will be taken to the student's SEN screen. For teachers, the most useful part to look at is:
 - No. 3, 'Basic SEN Details' . Here you will also be able to see if any SEN documents are attached to the student's profile
- To open documents, highlight to document, click 'open' and then 'view'.
- You will see the most recent information page for the student. When new versions have been created, or at the start of a new accademic year, you will be emailed with it attched. From 2017-18, these documents will contain personalised targets (agreed by the student, SENCo and parents/ carers). Teachers will be expected to support students to meet these targets and give feedback to the SEN team on progress made.

Special Educational Needs: Codes & Categories

At Oldbury Academy we use the following codes to show the level of support a student receives:

Code	Level of Support
'N'	No SEN need recognised. The 'N' code reflects that a student was on the register at some point in their academic career but is not at the current moment. Looking at the students SEN area on SIMS will tell you when they were removed from the register as well as what the need was when they were on the register.
'K'	The student is supported within school through one or several in-school interventions (for example, additional literacy support, handwriting interventions or working with the LSC). Please be aware; not all student receiving additional support will be on the SEN register- some students receive the additional support due to underachieving, a temporary issue.
'SENEA'	External Agency support is in place through medical, educational or social professional bodies who work with school (for example, CAMHS, Occupational Health, Social Services). Please be aware; not all student receiving additional support will be on the SEN register.
'S' and 'EHCP'	Students have either a Statement of Special Educational Need or since 2014, an Education, Health Care Plan. This is the highest level of support a child can receive and additional funding is provided to meet their unique and often complex needs.

There are many variations of Special Educational Needs; they are divided into four categories:

Categories	Most Common Form at Oldbury Academy - not a full list of needs in this category
Communication and Interaction	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Speech, Language and Communication Needs (SLCN)
Cognition and Learning	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Moderate Learning Difficulty (MLD) • Specific Learning Difficulties (SpLD)
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive Disorder (OCD) • Depression
Sensory and/or Physical	<ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Physical Difficulty (PD)

Communication & Interaction

Communication and Interaction	<ul style="list-style-type: none">• Autistic Spectrum Disorder (ASD)• Speech, Language and Communication Needs (SLCN)
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the world from a different perspective

Autistic Spectrum Disorder (ASD)

ASD is a very complex condition and looks different in every person who has it; many students with this condition will find it difficult to cope with school life.

Students with ASD:

- May appear unresponsive, have unusual or absent eye contact, gestures and expressions.
- Sometimes use unusual or repetitive language.
- Will often struggle to make friends or interact with their peers.
- May also have a fascination with object parts.
- Could have difficulties with sensory integration. They are more likely to notice smells, sights, sounds, movement and tactile stimuli which may act as distracters.
- Need a consistent routine and can become uncomfortable in unexpected situations. Even the slightest changes to their daily routine can have a negative impact on their confidence, behaviour, engagement and concentration.

Whole Class Strategies

- Ensure any change in routine is carefully considered and communicated to minimise the impact on the rest of their day/week.
- Ensure clear and concise information. Students with ASD often struggle to recognise important information.
- Students with ASD find extended periods of listening problematic and therefore this can have a negative impact upon their behaviour.
- Students with ASD can become easily distracted. It is therefore important to avoid creating learning environments that have lots of distractions; try to avoid cluttered classrooms.

Focused Additional Support

- Students with ASD will be literal in their understanding. Instructions should be short, clear and chronological.
- Ensure the sequence and content of instructions are understood. You could use a task check list or summarise key information.
- Show understanding and patience as many students with ASD will not be aware of their behaviours or why they are 'different'. Many will also be unaware of their diagnosis.
- Flexibility – be prepared to try different approaches.
- Consistent reinforcement - new skills need to be taught and re-taught in every new situation.
- Positive language - when correcting behaviour, give the student something positive to do.
- Use visual prompts.
- Where possible, address the student using their name; often students with ASD do not understand that general group instructions apply to them.

Speech, Language and Communication Needs (SLCN)

This is a broad area of need and the difficulties students experience are varied.

Students with SLCN:

SPEECH: (The speech sounds children use to build up words, saying sounds accurately and in the right places)

- Students may not speak fluently, they may hesitate, prolonging/ repeating words or sounds.
- Students may not speak with expression and a clear voice, using pitch, volume and intonation to support meaning.

RECEPTIVE LANGUAGE: (understanding what people say to them)

- Students may struggle when processing speech and making sense of what's said.
- Students may not understand words being spoken.
- Students may not show understanding of grammar rules.

EXPRESSIVE LANGUAGE: (formulating and expressing thoughts)

- Students may not have the words to describe objects, actions and attributes.
- Students may struggle to use words to build up sentences and then to use these sentences to build up conversations and develop ideas.
- Students may struggle to follow the rules of grammar, so that things make sense.

COMMUNICATION: (the way language is used to interact with other people)

- Students may not be able to use language in different ways; to question, clarify, describe and debate.
- Students may not be able to use non-verbal rules of communication: listening, looking, and knowing how to take verbal turns and how to change language use to suit the situation.
- Students may not have the ability to take into account other people's perspectives, intentions and the wider context.

Whole Class Strategies

- All instructions should be simple and concise.
- All behaviour consequences should be clearly communicated in more than one form, e.g. visual, verbal and written.
- Speak when facing the class from a position that allows them to see your mouth and stop talking if you turn to write on the board.
- Make sure oral instructions mirror written instructions. Avoid confusing details.
- Use video clips, images or objects to support and clarify.
- Include interactive Q&A sessions to check understanding.
- Do not discuss the SLCN with the student in front of others- especially selective mutism: allow thinking time without looking impatient and use closed questions thus allowing the student to give 'yes/ no' answers.

Focused Additional Support

- Build a relationship with the student. If their need is great enough for them to have a personalised SEN page, look for specific guidance there. The student may struggle with connectives/ learning new vocabulary... use the guidance to plan opportunities for growth in these areas.
- Give the student opportunities to have structured discussions with peers about their work.
- Where possible, address the student using their name.
- Teach skills of cooperation and interaction specifically, e.g. use of role cards to clarify responsibilities of group members.

Cognition & Learning

Cognition and Learning	<ul style="list-style-type: none">• Attention Deficit Hyperactivity Disorder (ADHD)• Moderate Learning Difficulty (MLD)• Specific Learning Difficulties (SpLD)
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Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is a complex condition that can affect a student's concentration, behaviour and learning.

Students with ADHD:

- Become easily bored, easily distracted and find it hard to sit still, often showing impulsive behaviour.
- Find it hard to concentrate; the work they produce can often under-represent their ability.
- Are often forgetful and disorganised.
- Can fail to recognise danger and put themselves at unnecessary risk.

Students with Attention Deficit Disorder (ADD) fit the descriptions of inattentiveness and impulsiveness but are not hyperactive.

Whole Class Strategies

- Consistency is important; unpredictable situations can negatively impact their confidence, behaviour, engagement and concentration.
- Lessons shouldn't be over stimulating.

Focused Additional Support

- Students with ADHD are poor at organising time; their work should be broken down into manageable chunks.
- Students with ADHD are often visual learners; the use of colours and shapes can help.
- Students with ADHD should be seated at the front of the class, nearest the whiteboard and where the teacher gives instructions.
- Use frequent eye contact.
- Take charge – have clear and precise rules.
- Praise and encourage when possible.
- Allow a 'time out' for the student to calm down.
- Handwriting can be difficult; the use of a keyboard can be of great benefit.
- Repeat instructions and remind students of the task in hand.

Moderate Learning Difficulty (MLD)

Students with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Their literacy and/or numeracy age will be roughly 4 years below their chronological age.

Students with MLD may:

- Have great difficulty in acquiring basic Literacy and Numeracy skills.
- Find it hard to understand most things and struggle to concentrate.
- Can struggle with speech and language and have low self-esteem.
- Can find it difficult in social situations.

Whole Class Strategies

Maintaining an inclusive learning environment

- Give pupils time to consider questions.
- Word banks.
- Use browsers that simplify website presentation (eg cut down the number of pictures).
- Repeat information in different ways (use the same language for instructions but discuss complex issues from different angles).
- Put up writing/symbol/picture posters showing ways to behave/tackle a learning task.
- Structured questioning with teacher support/scaffolding of response.

Multi-sensory approaches,

- Use drama and role-play.
- Use visual timetables, prompt cards with pictures to remind pupils what to do.
- Make an audio recording to record steps in the task.
- Display key words on the wall, with pictures/symbols.
- Physically demonstrate tasks.
- Use 'concrete', visual or audio materials to support pupils' understanding.

Working with additional adults

- Work with the LSA to check pupils' understanding of questions and tasks.
- The LSA goes over key vocabulary and ideas with the pupil before the lesson.

Managing peer relationships effectively

- Use buddying to support the pupil.

Adult-pupil communication

Formative assessment/ assessment for learning

- Plan self-checks at each stage of a task – eg a self-tick flow chart on laptop including ICT.

Motivation

- Target praise.
- Writing frames.
- Enlarge print.
- Minimise writing to concentrate on physical activity.
- Make a mind map or other visual representation of what pupils already know.

Specific Learning Difficulty (SpLD)

Signs of SpLD

Students with SpLD may have trouble with one or more aspects of learning. Specific learning difficulties include Dyslexia, Dyscalculia and Dyspraxia.

- Students with Dyscalculia have difficulty understanding simple number concepts, facts and procedures.
- Students with Dyslexia struggle to read, write and spell. They may also struggle with handwriting and punctuation. Mispronunciation of common words and reversed letters and sounds are also common.
- Students with Dyspraxia often appear to be clumsy. Gross and fine motor skills are under-developed therefore they often have poor balance and coordination.
Dyspraxia can lead to frustration and problems with self-esteem, which can further lead to either withdrawn behaviour or to acting out.

Whole Class Strategies

- Students with SpLD should be seated near the teacher.
- If the lesson requires students to copy from the board a printed copy should be available.
- A copy of the alphabet and/or a number line on the desk in front of them is useful as a reminder of sequence and formation.
- Work should be broken down into manageable chunks.
- Work on the teaching board, and on worksheets, should be well spaced, in Comic Sans font (minimum 12 on worksheets) and on a coloured background to reduce contrast.

Students with Dyscalculia:

- Have difficulty understanding simple number concepts, facts and procedures.
- Have difficulty when counting backwards.
- Have a poor sense of number and estimation.
- Have difficulty in remembering 'basic' facts, despite many hours of practice/rote learning.
- Have no strategies to compensate for lack of recall, other than to use counting.
- Will default to the operation of addition. The other operations are usually very poorly executed or avoided altogether.
- Have weak mental arithmetic skills.
- Can experience high levels of mathematics anxiety.

Focused Additional Support

- Students with dyscalculia should be seated near the teacher.
- If the lesson requires students to copy from the board a printed copy should be available.
- A copy of the alphabet and/or a number line on the desk in front of them is useful as a reminder of sequence and formation.
- Work should be broken down into manageable chunks.
- Students with dyscalculia tend to be slower to perform calculations therefore give fewer examples, rather than more time.
- Students struggle to remember mathematical procedures, especially as they become more complex; having a step-by-step guide can help.
- Avoid tasks that are perceived as difficult and likely to result in a wrong answer.

Students with Dyspraxia:

- Often appear to be clumsy; Dyspraxia is a development disorder of the brain that means gross and fine motor skills are under-developed; therefore, students often have poor balance and coordination.
- Dyspraxia can lead to frustration and problems with self-esteem, which can further lead to either withdrawn behaviour or to acting out.
- Students with dyspraxia may struggle with reading and spelling; their literal use of language can also affect their abilities to read and spell. For some students, they may be able to read well; however, they may not understand some of the concepts in the language.
- Students may have limited concentration and poor listening skills.

Focused Additional Support

- Do not ask students to copy from the board- make a printed copy available.
- A copy of the alphabet and/or a number line on the desk in front of them is useful as a reminder of sequence and formation. If using dictionaries, students may need additional support as they have poor sequential ability.
- Work should be broken down into manageable chunks. Only give the student a maximum of three instructions at one time.
- Students should be encouraged to have a large lever arch file turned on its side to lean on; this encourages a more upright posture and helps the student with consistent spacing between words. It will also encourage wrist extension - thus decreasing pressure on the pen or pencil. Poor handwriting is often the result of too much pressure being applied.
- Students should be encouraged to develop the aid of coping strategies, such as visual prompts to reinforce verbal instructions: check-lists which break down tasks into component parts that can be crossed off are useful.
- Gentle reminders when packing away are helpful as students with dyspraxia find it difficult to remember what equipment is needed when, and typically will mislay their belongings at school.
- Handwriting and presentation are constant struggles. The presentation of work will be messy, unorganised and difficult to read. Students will struggle to keep up in class, to complete work and will most likely only write a few sentences. Give encouragement and positive feedback whenever possible which may help to reduce low self-esteem.
- Students with Dyspraxia will often appear to have a lot of information in their head, but cannot record that information in a logical and meaningful order. Their written work does not match their apparent verbal ability.
- A student with dyspraxia may be reluctant when faced with reading aloud. This may be due to articulation difficulties or they may lack self-confidence.

Students with Dyslexia:

- Struggle to read, write and spell. They may also struggle with handwriting and punctuation. Mispronunciation of common words and reversed letters and sounds are also common.
- May seem tired or fatigued as they often need to work harder than other students.
- Have a slow processing speed.

Whole Class Strategies

- When using a whiteboard writing should be large, clear and well-spaced and written in **Comic Sans**.
- Allow additional time for children to read from the board.
- Worksheets should be written simply in large print with clear spacing.
- Students should be seated near the teacher and can also benefit from being seated next to a motivated and able peer who can offer advice and clarify instructions.
- A quiet classroom with little movement can help a student with dyslexia to concentrate.

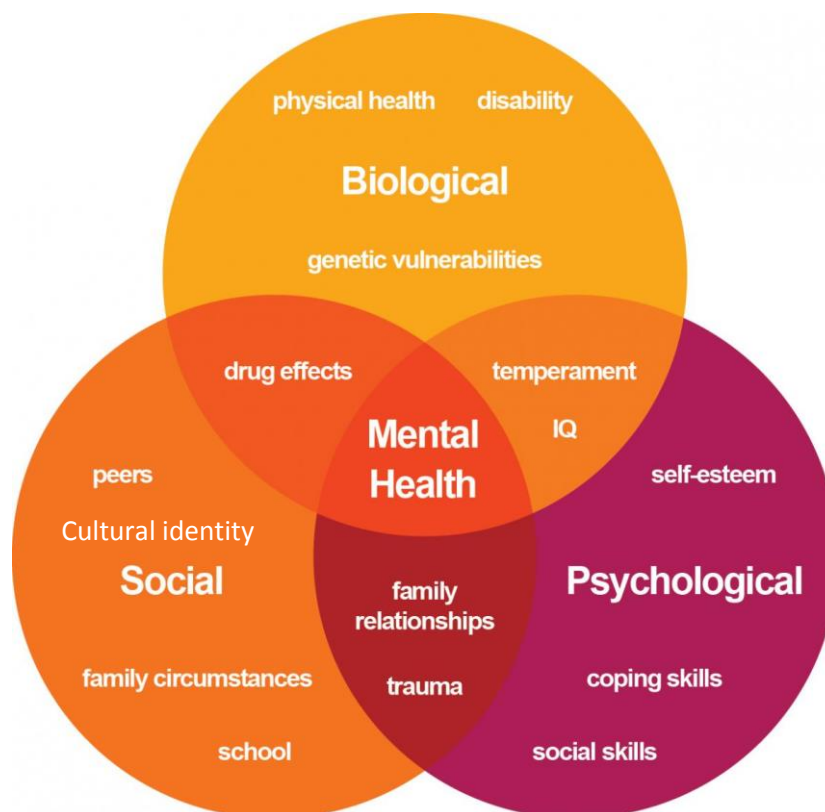
Focused Additional Support

- Students with dyslexia benefit from having resources printed on pastel coloured paper or the use of coloured overlays. (Yellow lined books for student work are also available from SEN).
- Students with Dyslexia may need help with pronunciation and dividing words into syllables with a pencil line.
- Explaining the task in a variety of ways to a student with dyslexia can be useful. Speaking slowly and being precise with your instructions allows the student to process the information.
- Multi-sensory methods of learning are beneficial as information can be processed and stored.
- If doing a question and answer session, give the student a warning that you will be asking them, this gives them time to collect their thoughts.
- Praise and encourage the student whenever possible.
- Use the student's name when talking to them and keep good eye contact so that you have their focus.
- When setting homework, consider the needs of students with dyslexia; it can take them much longer to complete tasks.
- Verbal feedback can be helpful. Written marking can also be of benefit where consideration has been given to the needs of the student, i.e. being mindful of how many spelling errors are highlighted, as this can become demoralising.
- Students with dyslexia should be encouraged to talk about their work and understanding as this allows them to 'shine'.
- It is important to be aware of the difficulties students with dyslexia face when reading; often they will be reluctant to read in front of their peers for fear of ridicule and bullying.

Social, Emotional & Mental Health

Social, Emotional and
Mental Health

- Anxiety Disorders
- Obsessive-Compulsive Disorder (OCD)
- Depression



Anxiety Disorders

Signs of Anxiety Disorders

Anxiety is an excessive worry, fear or doubt, leading to interference in academic or social activity.

Students with anxiety:

- May experience panic attacks. This may include a racing heartbeat, feeling faint, sweating, shortness of breath, nausea and tingling fingers.
- Are reluctant or refuse to participate in aspects of school life.
- May convey inappropriate emotional responses.
- Have trouble concentrating, can be highly motivated but easily frustrated, are easily discouraged, may be irritable, and will often be tired in class.
- Frequently miss school and their grades can dramatically drop.

Whole Class Strategies

- Students with Anxiety may become nervous if they need to read aloud or do a whole class presentation. If possible, listen to the child on a one to one basis and allow them to present without an audience.
- Consistency is vital; an anxious child who can anticipate and predict future transitions will be calmer.

Focused Additional Support

- Express confidence in the child's ability to be brave and overcome anxious feelings.
- Sit the student by a peer who they trust.
- Take concerns seriously.
- Short answer and multiple-choice questions are easier for anxious students to access; Open questions with opportunities for discussion and debate can become overwhelming.
- Break larger tasks down into individual steps.
- Check on them through the lesson, praise them for their work and offer encouragement.
- If the student shows negative behaviour, approach them in a calm, quiet and reassuring manner.
- Some students who are identified as having an anxiety disorder may have a timeout card.
- Coping techniques such as breathing deeply and practising positive self-talk can also help.
- Ensure students are prepared for changes in their routine.

Obsessive-Compulsive Disorder (OCD)

Signs of OCD

Students with OCD:

- Will experience recurrent and persistent obsessions or compulsions.
- Often have behaviours including repeated hand washing, counting and repeating words quietly.
- Find it difficult to make decisions.
- May repeatedly ask the same question.
- Can have difficulty or slowness with writing because every letter/number must be 'just so'.
- Often set out materials in straight lines with equal spacing; this can take all their concentration until it is perfect.

Focused Additional Support

- Allow the student to be the first to get any handouts; this allows them to avoid touching papers that were touched by other students.
- Provide the student with their own set of materials.
- Assign a book, topic, etc... instead of asking the student to select it.
- Allow the student to use a spell checker to limit worry over spell checking.
- Provide the student with two sets of materials; one for at home and one at school. This reduces worry over whether the student has the materials at home to work with.
- A student with OCD needs additional time to organise materials.
- Allow the student to use a word processor to type assignments; this avoids the necessity to make sure letter formation is perfect.

Depression

Depression is one of the most common yet under identified mental health problems of childhood and adolescence. Left unidentified and untreated, depression can have pervasive and long-term effects on social, personal, and academic performance. Depression is not easily recognised or may be mistaken as another problem, such as lack of motivation. Although severe depression might be displayed in symptoms such as suicide attempts, severe withdrawal, or emotional swings, the vast majority of cases are much milder and do not attract attention from adults. Moreover, children and adolescents are not as likely as adults to refer themselves for mental health problems.

Table 1. Common Signs of Depression in Children and Adolescents

Cognitive	Behavioral	Physiological
<ul style="list-style-type: none"> • “All or none” thinking • Catastrophizing • Memory problems • Concentration problems • Attention problems • Internal locus of control • Negative view of self, world, and future • Automatic thinking • Negative attributional style • Negative affect • Feelings of helplessness • Feelings of hopelessness • Low self-esteem • Difficulty making decisions • Feels loss of control • Suicidal thoughts 	<ul style="list-style-type: none"> • Depressed mood • Social withdrawal • Does not participate in usual activities • Shows limited effort • Decline in self-care or personal appearance • Decreased work or school performance • Appears detached from others • Crying for no apparent reason • Inappropriate responses to events • Irritability • Apathy • Uncooperative • Suicide attempts 	<ul style="list-style-type: none"> • Psychomotor agitation or retardation • Somatic complaints • Poor appetite or overeating • Insomnia or hypersomnia • Low energy or fatigue

From Huberty, T. J. (2008). Best practices in school-based interventions for anxiety and depression. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1473-1486). Bethesda, MD: National Association of School Psychologists.

Focused Support

- **Develop a Working and Collaborative Relationship with the Depressed Student:**
Do not be afraid to talk with depressed students about how they feel. Many times, they are seeking someone who cares about them, although it might not seem that way. Above all, don't give up on them!
- **Avoid Negative Techniques:**
Strategies such as punishment, sarcasm, disparagement, or other negative techniques are not effective and likely will only reinforce feelings of incompetence and low self-esteem, which may deepen the depression. Remember that these students are not choosing to be depressed. They want to feel better and do well, just as you want them to do well. When depressed, they lack the personal resources to do their best work. As an analogy, we would not expect someone with a reading disability to read at grade level and would provide extra help and support, not punitive approaches. The student with depression needs to receive extra support and caring as well, not criticism, punishment, or indifference.

- **Make Adjustments or Accommodations in Assignments or Tasks :**
This approach does not mean that expectations are lowered or that the student with depression should be given unearned grades. However, giving more time, breaking assignments into smaller pieces, offering extra help in setting up schedules or study habits, or pairing the student with others who express an interest in helping are examples. Such accommodations are provided often for students with learning disabilities. There is no reason that the student with depression cannot receive similar considerations.
- **Plan for Success:**
To the extent possible, arrange experiences so that the student can be successful and be recognized for successes. Scheduling pleasant activities and providing opportunities for successful leadership are examples. It is very important that depressed students feel accepted as a part of the school and that teachers believe in their competence.

Sensory and/or Physical Disabilities

Sensory and/or Physical	<ul style="list-style-type: none">• Visual Impairment (VI)• Hearing Impairment (HI)• Physical Difficulty (PD)
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Visual Impairment (VI)

Signs of VI

Students with Visual Impairments generally have an eyesight problem that cannot be corrected by wearing glasses. There are four categories of VI, they are: partially sighted, low vision, legally blind and totally blind. Not all VI students are SEN. However, some will have other Educational Needs.

Whole Class Strategies

- All resources should be made using contrasting colours; this helps the students to focus on the important aspects.

Focused Additional Support

- The student should be seated in a position that allows them to easily focus on the point of information i.e. whiteboard or teacher's desk.
- If using PowerPoint, provide the student with a photocopy of the slides.
- All worksheets and texts need to be printed in the recommended font size for that student. Failure to do so can result in unnecessary eye strain which can lead to significant headaches.
- Do not stand with your back to the window as this creates a silhouette and makes it harder for the student to see you.
- Make sure the floor is kept free of clutter and any spills are cleaned up.
- Students may have equipment in their bag for example magnifiers; prompt them to use these.

All staff should be mindful of students with visual impairments in and around the school at non-lesson times. In an emergency they may not be aware of instructions.

Hearing Impairment (HI)

Signs of HI

Students with Hearing Impairments can range from being profoundly deaf to having mild hearing loss. Some students may rely on lip-reading and others have hearing aids.

Whole Class Strategies

- Allow extra time for the student to process information.
- It is impossible for a student with a hearing impairment to listen, watch and take notes at the same time.
- If watching a clip try to use sub-titles or provide a written summary.

Focused Additional Support

- Point clearly to visual material being discussed.
- Provide visual support.
- The student should be seated appropriately, normally towards the front; facilitating good lip-reading conditions is often crucial i.e. be aware of walking and talking and turning your back to write on the board.
- Allow the student to turn around when other class members are speaking.
- Limit unneeded sounds and avoid multiple sounds at the same time.
- Ensure the student is prepared for changes in routine.
- Ensure the student has understood the task that has been set; write instructions down whenever possible.
- Teachers of 'active' lessons should be especially aware as the student can struggle to lip-read in these situations; background noise and movement will also reduce hearing.

All staff should be mindful of students with hearing impairments in and around the school at non-lesson times. In an emergency they may not be aware of instructions.

Physical Disability (PD)

Signs of Physical Disabilities

Not all students with a Physical Disability are SEN some students are very academic and their condition does not affect their ability to learn.

Students with a Physical Disability:

- Could have difficulties with their mobility. These students may be diagnosed with conditions like cerebral palsy, spina bifida and muscular dystrophy.
- May also have neurological problems, learning difficulties or sensory impairments.
- Can become tired very easily because of the extra effort needed to complete everyday tasks.
- May struggle to communicate.
- Can have frequent involuntary movements and poor spatial awareness.

Whole Class Strategies

- Have an appropriate classroom layout.

Focused Additional Support

- Maintain high expectations.
- The student may be issued with an early leave pass which will allow them to leave the lesson 3 minutes early; this is to avoid busy corridors and give them time to get to their next lesson. (Homework should be set earlier in the lesson to avoid the student missing out).
- Let the pupil make their own decisions.
- Give alternative ways of recording work.
- Ensure access to appropriate IT equipment if needed.
- Be sensitive to fatigue, especially at the end of the school day.
- Arrange a work/subject buddy.

Managing Challenging Behaviour

Needs-Focused Interventions

Proactive Responses for Seven Common
Classroom Problems



www.Behaviourneeds.com

The Needs-Focused Approach™

Silly Noises

Behaviour: Defiance

Observed

Talks back/laughs at teacher.
Appears unaffected by what teacher says or does-
Claims teacher is unfair
Has poor relationships with peers
Often emotional with little self control
Blames others

Causes/Reasons

Interactions with other people are very negative therefore student feels frustrated.
Low self esteem has made him try to get attention and assert himself defiantly in an unacceptable way.
This student wants to be disliked to reinforce negative self view.
The student is trying to satisfy the needs for power and belonging therefore appropriate methods of doing so need to be presented.

Action

Do:

Remain detached. Remember, their defiance-(unless you are shouting/arguing or using sarcasm) is NOT aimed at you so try not to take it personally. By remaining disconnected you can offer help without risking saying or doing something that will only aggravate the situation. Simply ask "What's wrong?" or "What can I do to help?"
Pause. If they say something to get a reaction from you just say nothing and just look at them. Say "I don't think I heard you" rather than "What did you just say to me?" so as to give the student a chance to retract the statement or to apologise without you having to confront them again. Asking them what they just said is like holding a red rag to a bull – it gives them the perfect opportunity to repeat whatever was aimed at you in the first place.

Remove audience pressure. Some students will try to escalate the incident in front of peers. If possible speak to the student privately or redirect them so as to deal with the problem later... "Let's not talk about it here. Let's meet later so that you can tell me everything that's bothering you."

Be caring, but be honest. Tell them exactly what they have done that is causing problems then be sure to listen to the student as well and don't interrupt until he/she finishes.. In the process, insist upon one rule - that you are both respectful to each other.

Give them a classroom responsibility. Putting them in charge of equipment or giving them a task such as keeping other students settled will meet their need for Power.

Give them opportunity to succeed. Tasks which are pitched to their interests and ability level give them the opportunity to experience success and raise their self esteem.

Acknowledge their achievements. Let them know you recognise any improvements by giving them sincere, private praise.

Encourage and facilitate cooperative group work. Positive relationships between peers (and staff) need to be established and developed.

Don't:

Regardless of the situation, never get into a "You will do as I say!" power struggle with this student. Silence is a better response.

Raise your voice, issue threats or give ultimatums – these are guaranteed to antagonise the student.

Abusive Language

BEHAVIOUR NEEDS

NEEDS-FOCUSED INTERVENTIONS

Response Cards

Behaviour: Abusive language

Observed

Loud, offensive, abusive to others in group situations yet often polite on 1:1 basis
Can't accept criticism from others
Attempts to shock staff and impress peers
Likes to appear 'streetwise'
Doesn't form relationships with peers.

Causes/Reasons

A need for status and attention
Lack of social skills – inability to control temper
May be a way of covering up inadequacies in group situations
The student is trying to satisfy the needs for power and belonging therefore appropriate methods of doing so need to be presented.

Action

Do:

Take a long term approach – plan to teach appropriate means of dealing with anger and controlling aggression as well as other means of attaining status and asserting oneself. Involve the student in deciding appropriate language for various situations and circumstances.

Remain calm and remind them that inappropriate language won't be tolerated. Try not to give them the reaction they are looking for. Instead, calmly say *"we don't use that language here. If you want my attention speak to me without being abusive."*

Relate the problem to the outside world. Explain that in a restaurant, (with their girlfriend/boyfriend), in a cinema or in any public place, the language won't be tolerated and they will be asked to leave. If possible take them to public places and congratulate them when they refrain from using foul language. Refer back to this experience... *"You were a pleasure to be with when we went on the trip. Can we get back to that type of language please? You were much nicer company."*

Remind the student that you want to help. Say, *"I don't want people thinking bad of you. Let's find a way round your need to speak in this way"*

Give little attention to the language. Just say *"I'm sorry you must use such language,"* and go on with the conversation/lesson. It's important to show your displeasure, but also your ability to stay on target in the conversation. This deprives the student of personal attention for his/her foul mouth, but shows your willingness to give attention to the area of importance.

Remember the student may well feel inadequate or inferior without the protective wall of a foul mouth. Therefore, don't respond in anger but try to remain supportive.

Don't:

Ignore foul language – it must be challenged but in a non-confrontational way.
Use condescending, patronising or sarcastic responses.
Spend time lecturing, preaching and cajoling.

Refusal to Work

BEHAVIOUR NEEDS

NEEDS-FOCUSED INTERVENTIONS

Response Cards

Behaviour: Refusal to work

Observed

Draws, daydreams, and uses a variety of tactics to avoid work.

Frequently out of seat, wandering round the room.

Fails to bring equipment to class

Short attention span

Causes/Reasons

Has few positive lesson experiences/successes to draw on
Lack of self worth makes it difficult to put in required effort to improve oneself *'what's the use?'*

General lack of interest in school due to consistent failures
Doesn't feel connected to the rest of the group/class

Action

Do:

Put contracts in place - Create a verbal or written agreement with 'small steps' to help create a sense of real progress and self-motivation

Get parents on board - Call parents in to explain the situation and agree an action plan with coordination between home and school. Make regular, frequent telephone calls home to inform parents of progress (preferably each day). Send letters/notes home when good progress has been made.

Organise the lesson - Enable the student to work on one thing at a time clearly and directly. Small, 'chunked' tasks are more achievable.

Enlist help from support staff - A staff member who has a positive relationship with the student and can give them adequate support may provide the stepping-stone they need to experience their first successes. This student needs as much positive attention as possible.

Find and use their interests - Use these interests to create activities and tasks that will appeal to them and build relationships with them through dialogue about subjects they will enjoy talking about.

Have regular 1:1 time with them - show them that you care about them and won't give up on them. Set goals with them and monitor their progress.

Adjust work - speak to them in private and ask them if there is anything you can do to make the work more appealing.

Give them explicit instructions - make sure they know exactly what is expected of them by giving them very concise, clear instructions. 'Give them clear tracks to walk in and there's more chance of them staying on the path.'

Don't:

Take the view that "they should just get on with it!" This student is vulnerable and that approach will not change their attitude towards work.

Nag them or lecture them - it will only serve to make them more negative.

Belittle them - particularly not in front of peers.

Disrespectful

BEHAVIOUR NEEDS

NEEDS-FOCUSED INTERVENTIONS

Response Cards

Behaviour: Disrespectful

Observed

Displays a total lack of courtesy towards staff
Frequently sneers, 'tuts', rolls eyes, mutters or gives looks of sheer disdain.
Totally ignores the teacher
Acts superior

Causes/ Reasons

Often quite a fragile individual – behaviour can be a cover-up for frustration and unhappiness.

This student may have been hurt by peers or adults at home and/or school and is now hurting others as a form of revenge and power.

Action

Do:

Remember this student *can't* be changed with force. Fighting fire with more fire never works – it just leads to more arguments and more serious incidents. Remember also the student's anger is probably not personal – usually it is directed at adults and authority in general as a result of failing, being hurt or even being spoiled.

Make the student responsible for his/her actions. This is a very important aspect of dealing with disrespectful students. When we retaliate we reinforce their view that the adult world is against them – effectively letting him/her off the hook. Remain calm and remind them of the consequences of choosing to continue to behave in this way.

Remove the audience. A public confrontation may put the student on the spot and compel him/her to act even worse to save face *"Who do you think you are? I don't get pushed around by anyone!"* Whenever possible ask the student to follow you to another room such as the hall to talk the matter through in private. *"I'm not talking about this here in front of everyone; it won't look good for either of us."*

Keep your cool. Even though you may be deeply offended by the disrespectful behaviour try not to react as this will make the student feel justified. In addition, classmates will respect the teacher who maintains a professional manner and responds respectfully to an abusive student. Try taking the student aside, out of earshot of other students and calmly saying, *"Carly, I don't think I deserve to be spoken to like that. I can see you're upset, why don't you tell me what's really on your mind and maybe I can help."* This type of professional and caring response often results in an instant apology.

Deny them an enemy. Remember, disrespect is usually caused by hostility and revenge. Give the student nothing more to be hostile toward – offer nothing but support – and the situation can be quickly resolved.

Don't:

Use sarcastic comments, put-downs or ridicule them. You will almost certainly provoke the same behaviour from the students in return. 'Life is a mirror' – they will give you what you give them.

Lose control. Responding too quickly and too harshly can back them into a corner and cause them to retaliate further. Try not to let your initial response be too defensive, indignant, or attacking.

Interrupting

BEHAVIOUR NEEDS

NEEDS-FOCUSED INTERVENTIONS

Response Cards

Behaviour: Interrupting

Observed

Shouting out

Making silly or rude comments

Trying to engage the teacher in off-topic conversations

Generally ignoring the teacher and talking over him/her

Causes/Reasons

Sees disrupting the lesson as a way of gaining status – the student is trying to get attention and acceptance from peers

The student is trying to satisfy the needs for power and belonging therefore appropriate methods of doing so need to be presented.

Action

Do:

Include cooperative group work activities in lessons – allow the student to make connections with peers and give opportunities to practice appropriate social behaviour.

Give them a responsibility – Doing so enables them to assert themselves and meet their need for empowerment appropriately.

Don't allow them to disrupt the lesson flow - Continue teaching and try to maintain flow by using proximity praise – giving positive attention to students who are listening and taking part – getting up close to the student and using frequent questioning. Try to keep explanations to a minimum. Confront the student only if the behaviour actually stops the flow of the lesson. At this point calmly remind them that they have caused the lesson to stop. *"People can't learn when you interrupt us. Let's stay on topic."* If it continues use a hierarchy of consequences.

Give adequate opportunities for expressing ideas and reporting back – After all, why do pupils talk out of turn? Often because they don't think they will get a turn.

Speak to persistent interrupters in private at the earliest possible time - Tell them the effect their behaviour is having on the group and calmly but firmly tell them you will not allow this to happen. *"My job is to help you all learn. If another student was stopping you learning I would do something about it. This is a serious matter, I want you ALL to succeed and your behavior is preventing this."*

Look for any improvement – no matter how small - Give positive feedback in private to the student.

Request help from parents. - Explain that if this behaviour continues, it will be difficult for you to teach and it is likely that classmates will withdraw socially from the student.

Pre-arrange an eye or hand signal - Help the student to recognise the unacceptable behaviour without involving the rest of the group.

Don't:

Neglect the opportunity to teach good social skills – let them see that this behaviour may alienate them in future.

Give undue attention to their interruptions – it will encourage a repeat performance

Class Clown

BEHAVIOUR NEEDS

NEEDS-FOCUSED INTERVENTIONS

Response Cards

Behaviour: Silly class clown

Observed

Continually disrupts class with wisecracks and silly behaviour
Will do or say anything to be in the spotlight.
Doesn't know when to stop

Causes/Reasons

May be covering up deep rooted pain or anxiety – often very insecure and immature
Desperate to be liked and raise status
Sometimes these students have high self-esteem and simply love to entertain

Action

Do:

Meet their need for attention. This student is absolutely DESPERATE for attention. Meet this need by giving them attention when they are *not* messing around – show them that they can get attention with having to act the fool.

Arrange a time when they can be the comedian. Remember that this student is often very *funny*. This can be used to your advantage to help raise spirits in a group – laugh *with them* and enjoy the fun from time to time. However, the comedian also needs to know that there is an acceptable and unacceptable time to be a clown. Speak to them in private and offer them a chance to perform 'on stage' at the front of the room – at an *appropriate* time during a lesson. Often, the very fact that you've acknowledged them will be enough - they won't bother accepting the offer. *"Paul you've got a great personality but I can't have you disturbing the lesson. How about you entertain us for five minutes at a certain time in the lesson? One condition though, you must stop when I say so."*

Remind them how their behaviour will look to others. Speak to them in private and tell them you are concerned that some students are laughing *at them* rather than *with them*. Tell them that it is just their behaviour that is causing this and that there are positive ways they can use their talent rather than going too far and appearing silly. *"Simon, you're a very funny lad but sometimes you go too far. Some people may lose respect for you if you act too silly. If I give you this signal it's time to stop so that you don't make a fool of yourself - ok?"*

Make time for this student. Take the time to build a relationship with this student by showing interest in them. They will come to respect the teacher who values them.

Respond with silence. When silly behaviour interrupts the class, use the power of silence to convey how you feel. A serious expression and total silence gives the clear message that the behaviour is immature and unacceptable.

Separate them from their audience. Move the student to the front of the room but be quick to give them the attention they need as soon as they start to behave appropriately.

their

Don't:

Belittle them – particularly not in front of peers – their esteem is already likely to be very low.

Marking & Feedback

Marking is a time-consuming part of the job so it has to be worthwhile. We want pupils to look forward to getting feedback and to learn from our comments. So rather than correcting every error, we should try and give both encouragement and advice on making improvements.

Below is an example of a student's work. The students were given 3 lessons on Capital Punishment with various supportive tasks to develop their knowledge on the subject. They were then instructed to write an extended piece on the subject showing all they had learned. They were given a key word sheet and sentence starters. This is what one student produced in 20 minutes; there are a lot of mistakes.

Learning objective: to develop my knowledge of crime and Capital Punishment

Spelling is a clear issue- provide key words for topic on worksheet NOT just on the board.

The student has made an effort to get their capital in place as well as full stops- give praise.

Were they bored? Did they miss crucial information? Did they do this instead of writing? Investigate by asking the student.

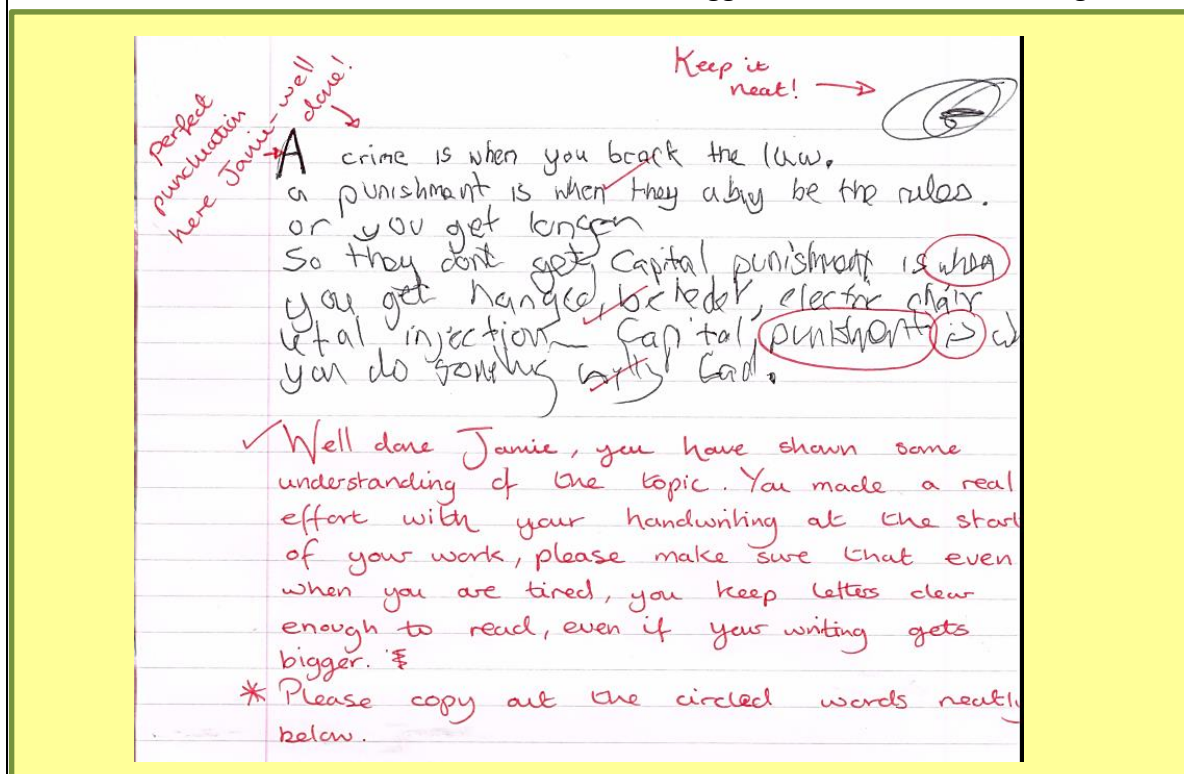
Sentence structure is also an issue-give sentence starters, a cloze exercise or a correct sentence cut up into words for them to arrange.

Handwriting deteriorates rapidly. Is this a need for anyone else in the group? Could they all benefit from handwriting support tasks in-class? If not, refer to SEN and reduce the amount the student needs to write by giving differentiated tasks: could this be a cloze exercise for just this student? Could you scribe? Could they work on a laptop? Could you change the way they

We are not all English teachers but it is clear that literacy for this student would impact on all other lessons, as well as their handwriting. A student writing like this in KS3/4 would likely have either missed a lot of educational opportunities or have SEN (diagnosed or otherwise). They will very likely have low self-esteem and be embarrassed and so may have poor behaviour as a result. The first step, when presented with work like this is to read it

and find something positive to say. Try and decipher as much of the work as you can. Don't start marking until you've read it through fully. They have shown they understood something of the topic and could have perhaps shown more if given a laptop to write on, a scribe or sentence starters that they had to complete (thus reducing the amount they needed to write).

When marking something like this I would praise two things and ask for improvement on one. In this case, I think the handwriting is where I would start. Before spelling, sentence structure or content, this seems to be the biggest barrier to their learning:



- ✓ Make feedback positive.
 - ✓ Mark to the LO mainly- have they shown knowledge here? If you want them to be able to spell key words/ use full sentences, make that a second LO.
 - ✓ Give a clear indication of what's done well and what needs improving (WWW/EBI).
 - ✓ Give time for students to look, reflect and respond to your feedback.
 - ✓ Ask questions in your written feedback and either speak to the student or give them space in their book to respond
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- ✗ Ensure you don't mark everything- don't be over critical and remember students can only make improvements gradually
 - ✗ Don't allow students to make a mess of their book even if handwriting is an issue. Poor handwriting doesn't mean scribbling, doodling or tearing sheets out is acceptable. Reduce student frustration by empathising with the difficulty and reducing its impact on their work through moderating the task.

Referrals for SEN

Please complete this form for any pupil you have concerns about in one of these categories:

- They have a learning difficulty which is significantly greater than that of others of the same age
- They have a physical disability which prevents or hinders them from using normal educational facilities

Pupil name:	Date of birth:	Date of concern:
Teacher name:	Subject:	Current area of study:
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Interaction with Adults <input type="checkbox"/> Interaction with Peers <input type="checkbox"/> Speech <input type="checkbox"/> Concentration <input type="checkbox"/> Communication skills <input type="checkbox"/> Language / Understanding <input type="checkbox"/> Listening Skills <input type="checkbox"/> Classroom Behaviour <input type="checkbox"/> Playground Behaviour </div> <div style="width: 48%;"> <input type="checkbox"/> Gross Motor Skills (Coordination) <input type="checkbox"/> Fine Motor Skills (Coordination) <input type="checkbox"/> Reading <input type="checkbox"/> Writing* <input type="checkbox"/> Handwriting* <input type="checkbox"/> Spelling* <input type="checkbox"/> Mathematical awareness* <input type="checkbox"/> Other <small>* please attach an extended piece of unaided work with task details and time allowed information included.</small> </div> </div>		
Description of concerns:		
Actions already taken (modifications and differentiation of Quality First Teaching):		
Round Robin comments from other in-school colleagues:		
Parental views:		
Actions to be taken and review dates:		